



Western Oregon  
UNIVERSITY



Project High-5

Culture, Collaboration, Commitment, Communication, & Community

## Session 2. Tuesday, Aug 19, 2014, 8:00-4:00

1. Functions and Forms charts and Review of Lesson Creation
2. Discussion of Fillmore & Fillmore Article and Text Complexity

### Break

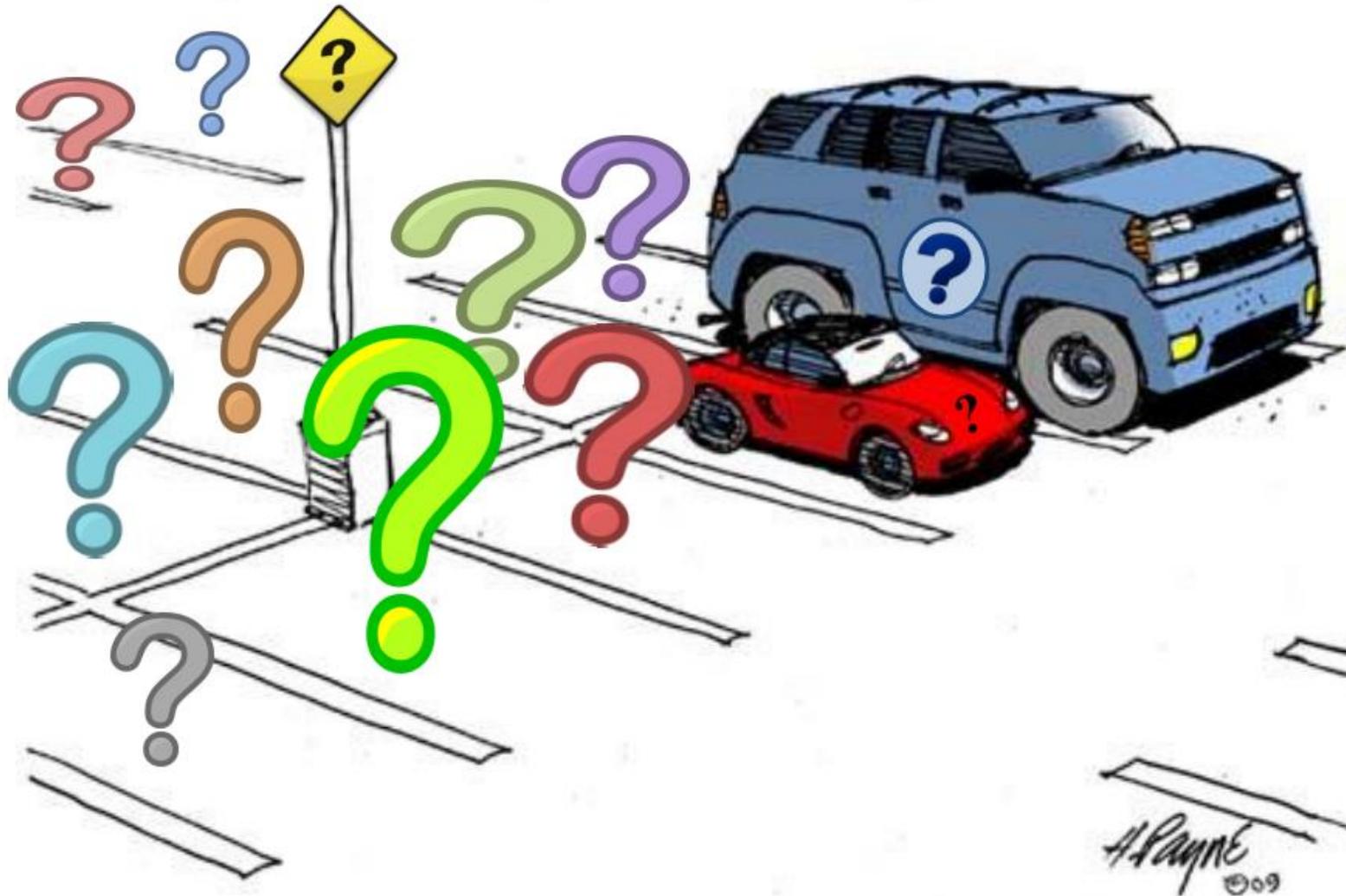
3. Form & Meaning: Prepositional Phrases

### Lunch

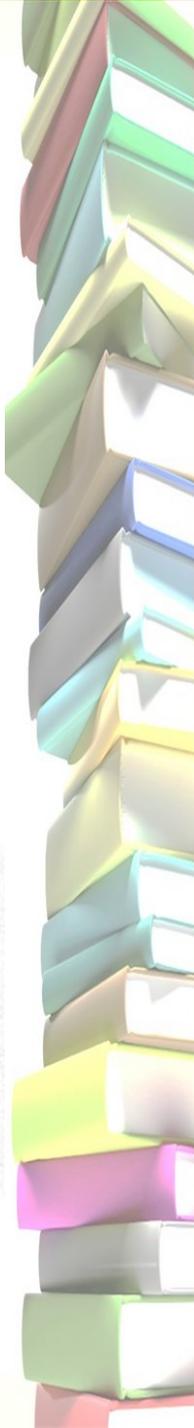
4. Work Time
5. Looking Forward



# Parking lot for questions big or small

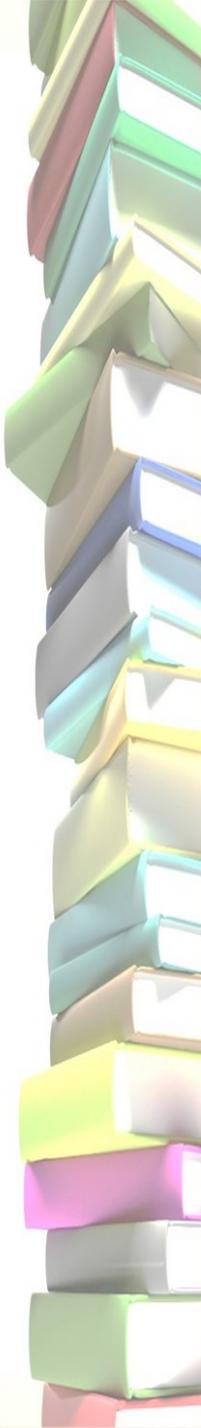


EMAIL: hpayne@dotnews.com

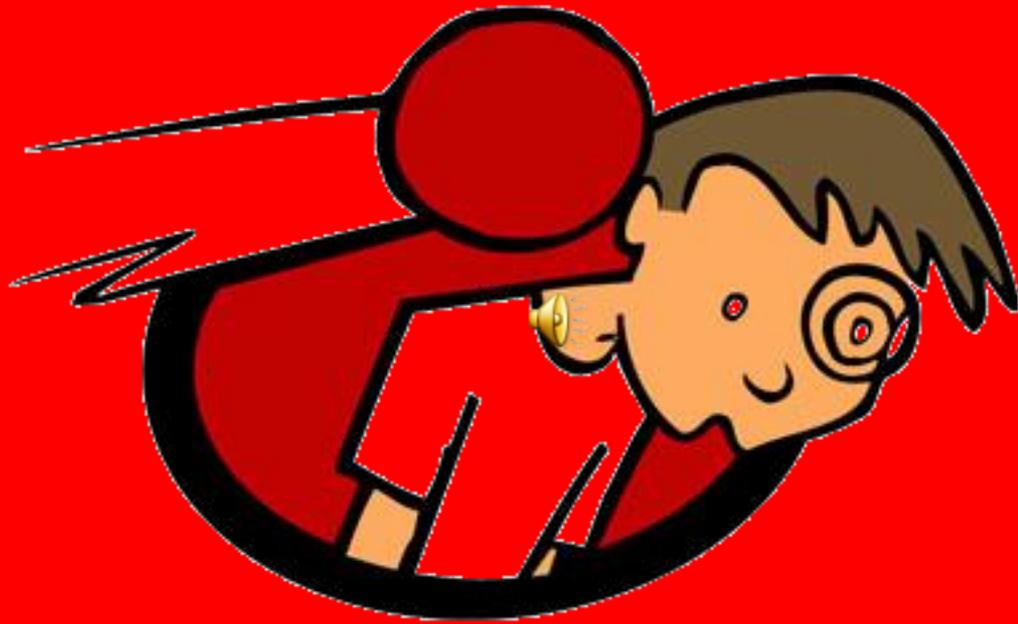


# ELD Lesson Plan Creation

1. Considering the unit, materials, and needs of your students,
  - what ELA or ELP standards will you meet?
  - what function(s) will you teach (what will students DO with language)?
2. Considering the level of your students—determine which forms they will need to be taught in order to accomplish the work.
3. Add each function and form to your personal curriculum map for tracking.
4. Examine your materials to see if the forms are present in them or if you will need to teach them directly.
5. Fill out Function/Form Analysis Chart
6. What tasks will the students do? (30 min)  
(Receptive, Interactive, Productive)
  - Teacher modeling
  - Group or scaffolded practice
  - Individual practice
7. How will I assess students' learning?

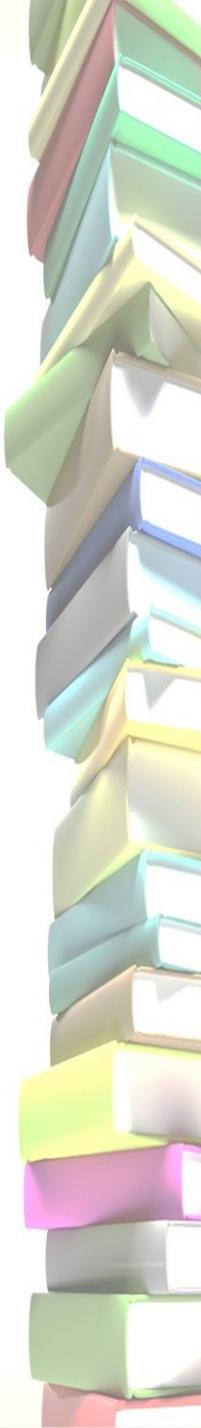


Dodge ball?



# ELD Lesson Plan Creation

1. Grade: **6** Materials: **Springboard** Unit: **Changing Perspectives**
  - ELP Standard: **4. Construct & support claims**
  - Functions: **Express opinion, construct a claim, provide support**
2. Level 1: simple sentences with occasional opinion markers  
Level 3: sentences with prepositional phrase and other adverbial modifiers  
Level 5: subordinating conjunctions in complex sentences
3. Add each function and form to your personal curriculum map for tracking.
4. Examine your materials to see if the forms are present in them or if you will need to teach them directly.
5. Fill out Function/Form Analysis Chart
6. What tasks will the students do?  
(Receptive, Interactive, Productive)
  - Teacher modeling
  - Group or scaffolded practice
  - Individual practice
7. Paragraph persuading your PE teacher to include or exclude dodge ball

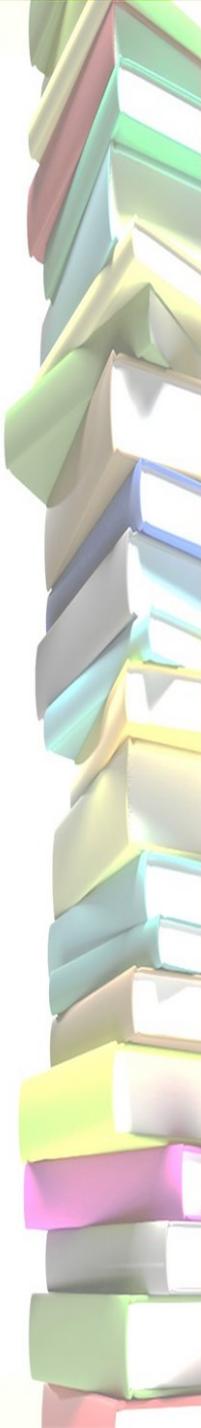




# What Does Text Complexity Mean

for English Learners and Language Minority Students?

(Fillmore and Fillmore, 2012)

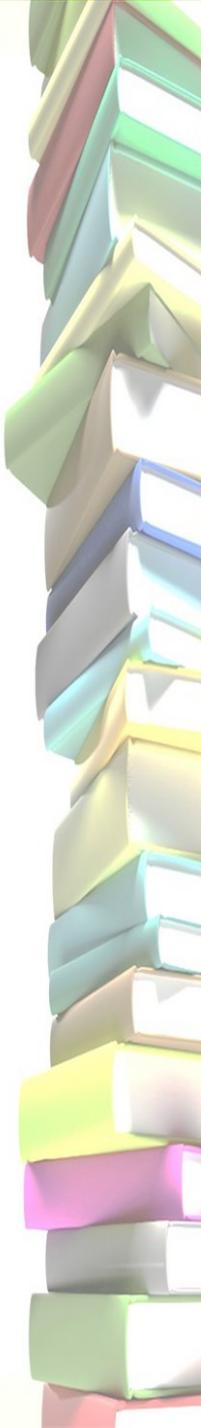


# What Does Text Complexity Mean

for English Learners and Language Minority Students?

(Fillmore and Fillmore, 2012)

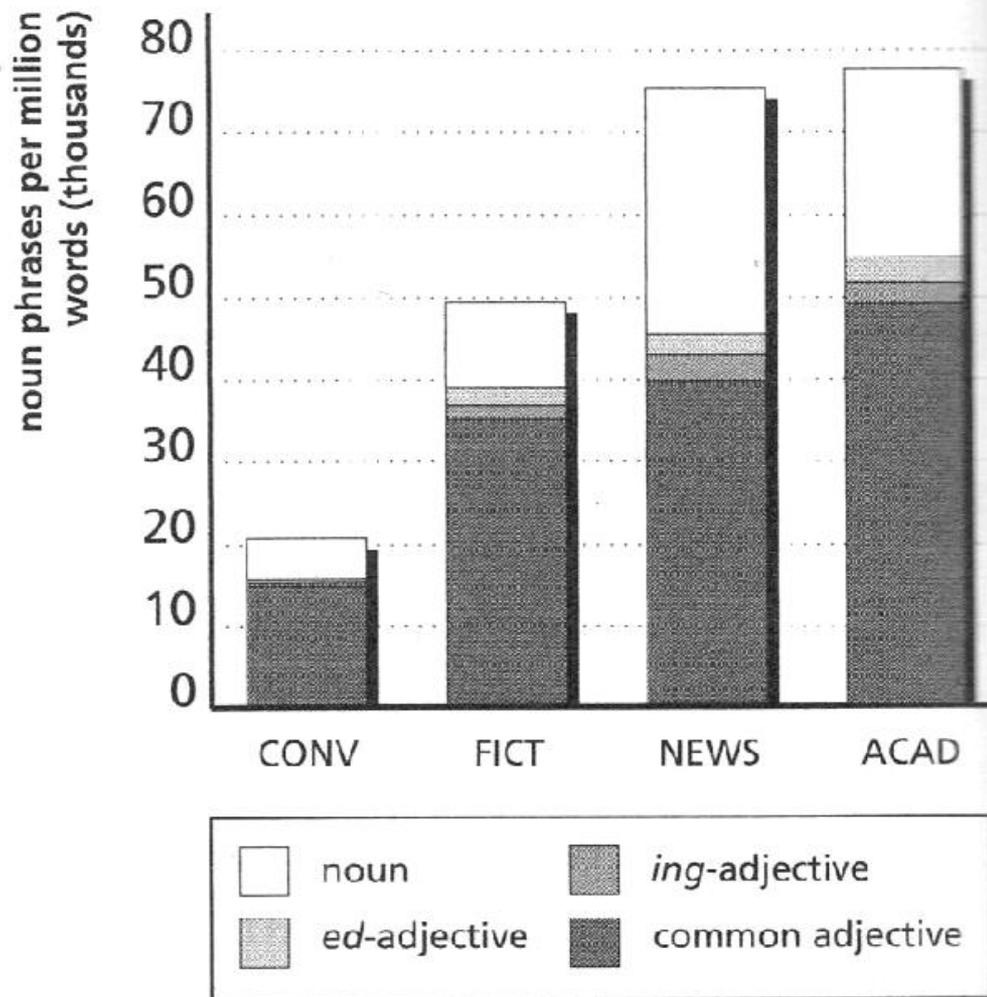
- The language used in complex texts is difficult and cannot be learned through talking with native speakers, but only through working with the texts themselves.
- It is especially critical that students have access to complex texts because after fourth grade, they serve as the vehicle for content delivery. (K-3: Learning to read; 4-12: Reading to learn)
- Academic texts are marked by **INFORMATIONAL DENSITY**: every clause or phrase contains information critical to understanding the topic.



(Biber, Conrad, and Leech, 2002)

Figure 9.2

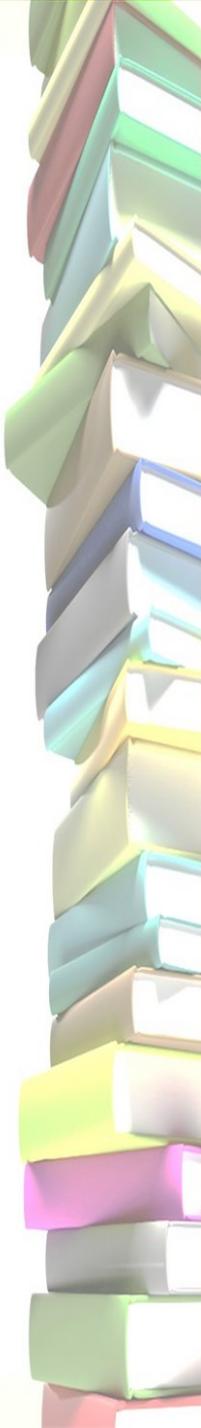
## Frequency of premodifier types across registers



# Strategy: Looking Closely at Language

## One Sentence at a Time

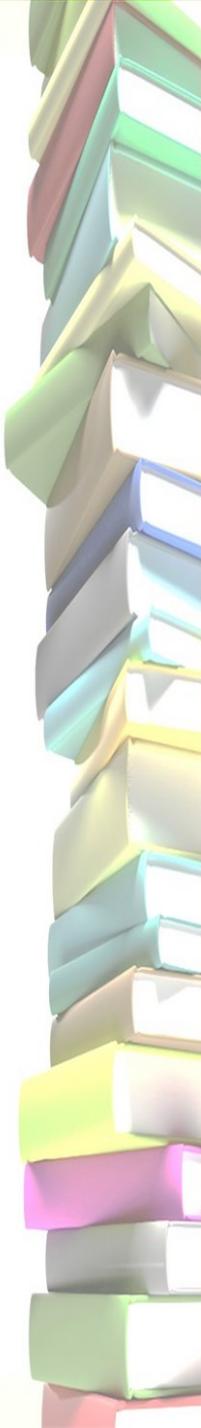
- Students do not necessarily need to learn the grammatical and linguistic terms related to complex texts, but they do need to learn how to understand the ideas found in such writing.
- Planning is necessary: teachers must choose a sentence that is grammatically interesting and complex, and which contains ideas necessary for understanding the content.
- The practice helps teachers engage their students in the “consciousness-raising” and “noticing” of language forms referred to by Larsen-Freeman (2014).
- In the example cited by the authors, teachers engaged in the practice just 15-20 minutes daily.



# One Sentence Analysis

## President Abraham Lincoln's Second Inaugural Address (1865)

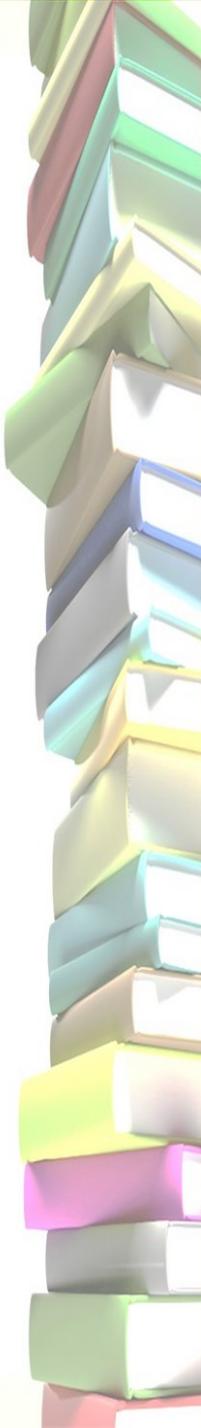
With malice toward none,  
with charity for all, with firmness in the right  
as God gives us to see the right, let us strive  
on to finish the work we are in, to bind up the  
nation's wounds, to care for him who shall  
have borne the battle and for his widow and  
his orphan, to do all which may achieve and  
cherish a just and lasting peace among  
ourselves and with all nations.



# One Sentence Analysis

## President Abraham Lincoln's Second Inaugural Address (1865)

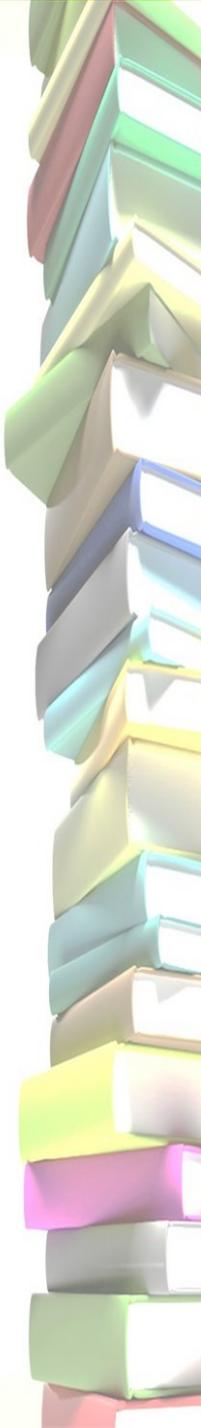
With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.



# One Sentence Analysis

## President Abraham Lincoln's Second Inaugural Address (1865)

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.



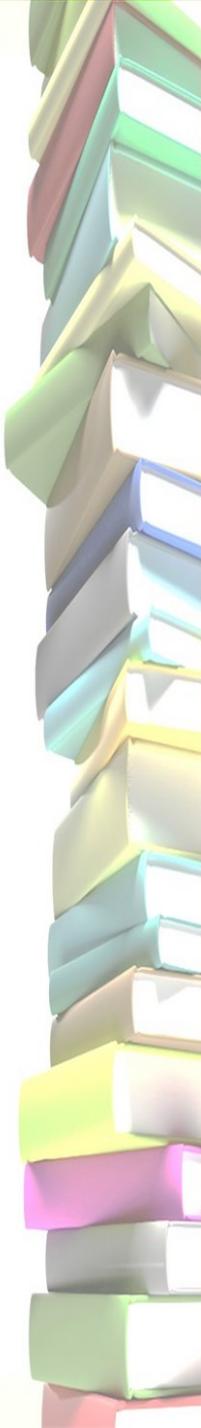
# One Sentence Analysis

## President Abraham Lincoln's Second Inaugural Address (1865)

With this, this, and this,

let us strive on

to do this, this, this, and this.



# One Sentence Analysis

## President Abraham Lincoln's Second Inaugural Address (1865)

With malice toward none,

with charity for all,

with firmness in the right as God gives us to see the right,

let us strive on

[What are we supposed to do in these ways?]

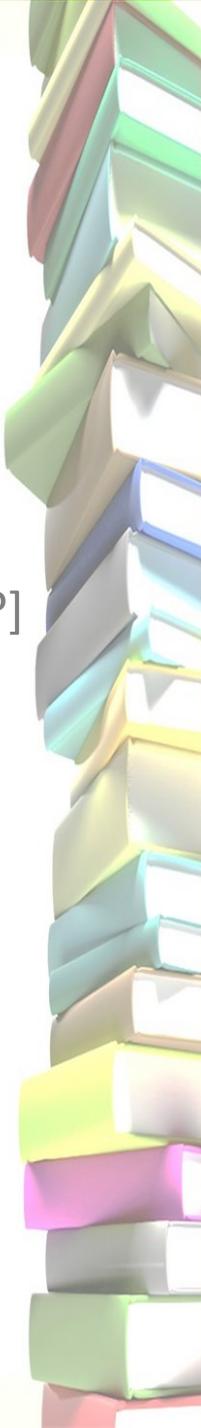
[to do what?!!]

to finish the work we are in, [What work?]

to bind up the nation's wounds,

to care for him who shall have borne the battle and for his widow and his orphan,

to do all which may achieve and cherish a just and lasting peace among  
ourselves and with all nations.



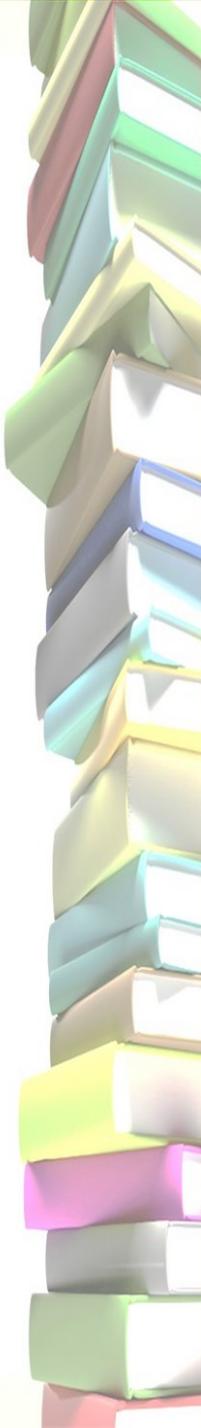
# One Sentence Analysis

## President Abraham Lincoln's Second Inaugural Address (1865)

With malice toward none,  
with charity for all, [Why are we supposed to act in these ways?]  
with firmness in the right as God gives us to see the right,

**let us strive on**

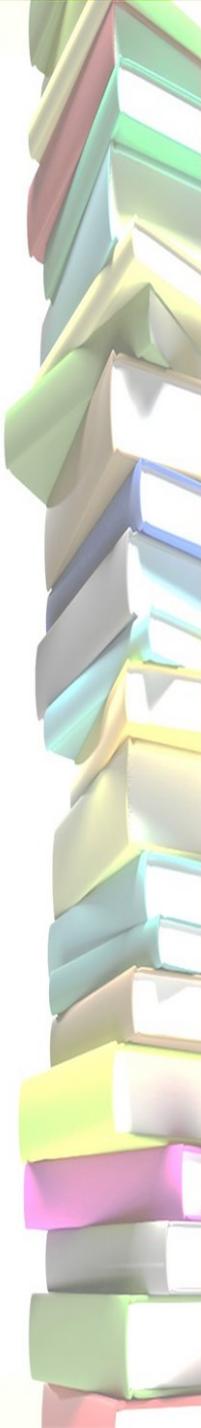
to finish the work we are in,  
to bind up the nation's wounds, [What caused these wounds?]  
to care for him who shall have borne the battle and for his widow and his orphan,  
[Why these people?]  
to do all which may achieve and cherish a just and lasting peace among  
ourselves and with all nations.  
[All what?]



# One Sentence Analysis

## President Abraham Lincoln's Second Inaugural Address (1865)

Try it yourself



**Break**

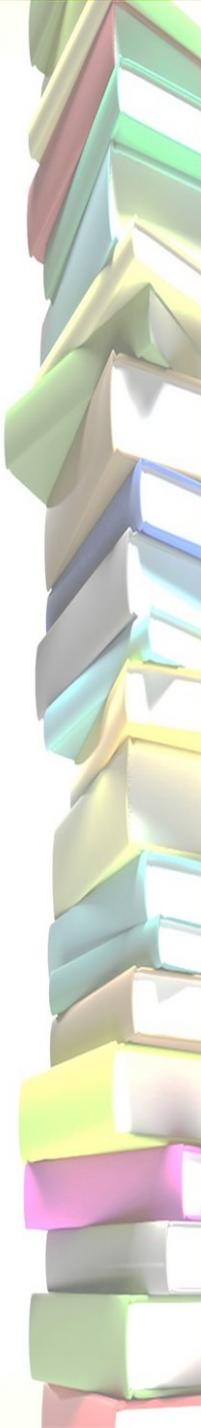


# Form and Meaning: Prepositional Phrases

## The Most Frequent Prepositions?

### A preposition + a noun phrase

While some of its articles are technical, requiring an understanding of voice spectrograms, others are accessible to anyone.



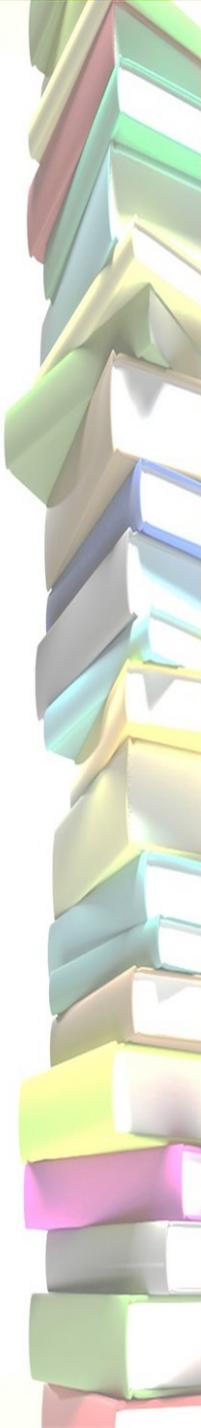
# Form and Meaning: Prepositional Phrases

## A preposition + a noun phrase

While some of its articles are technical, requiring an understanding of voice spectrograms, others are accessible to anyone.

1) post-noun modifier

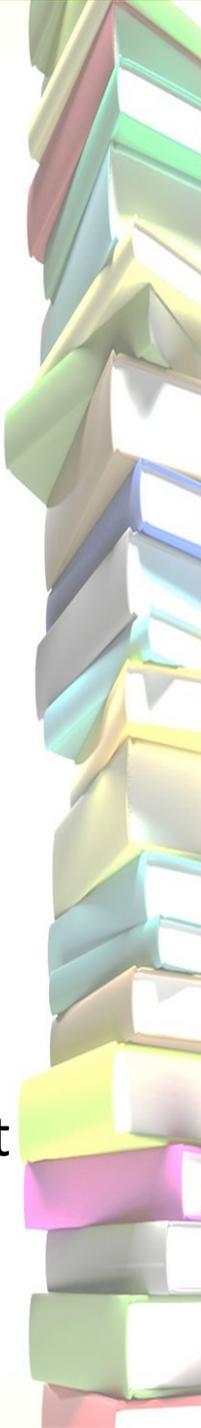
2) adverbial sentence modifier



# Prepositional Phrases in non-fiction

Horses were unknown in North America until the 1500s, when Spanish explorers began arriving. The explorers sailed from Spain with horses onboard their ships. They used the horses to explore the New World. During this exploration many of the horses were lost.

5<sup>th</sup> Grade History text



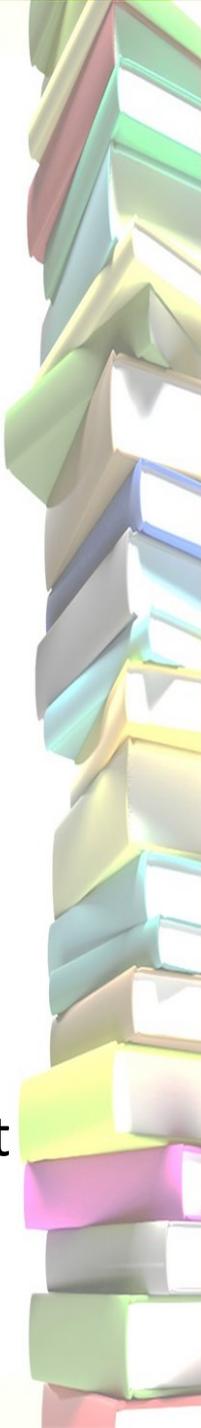
# Prepositional Phrases in non-fiction

Horses were unknown in North America until the 1500s, when Spanish explorers began arriving. The explorers sailed from Spain with horses onboard their ships. They used the horses to explore the New World. During this exploration many of the horses were lost.

5<sup>th</sup> Grade History text

1) post-noun modifier

2) sentence modifier

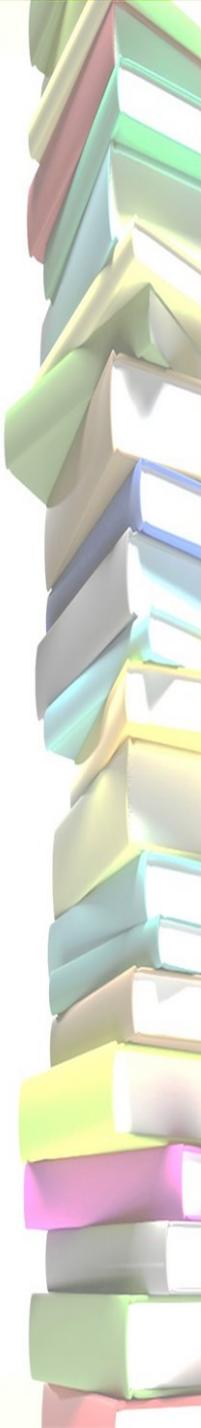
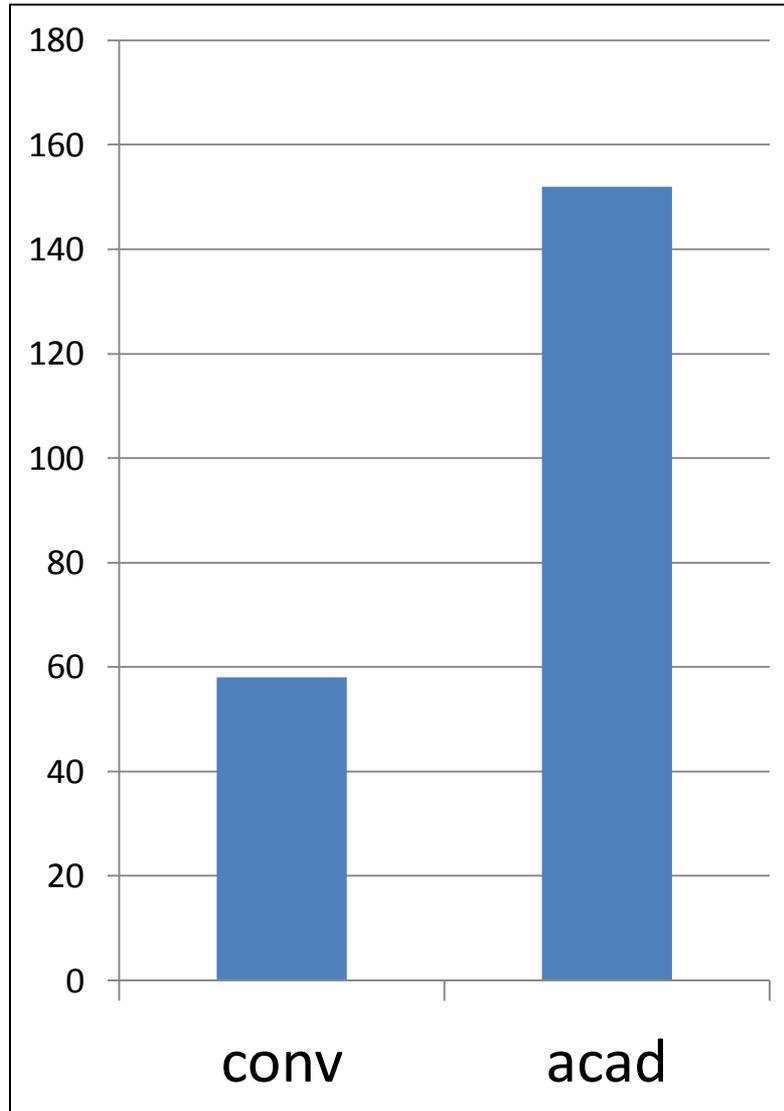


# Frequency of Prepositions

## in Conversational vs. Academic English

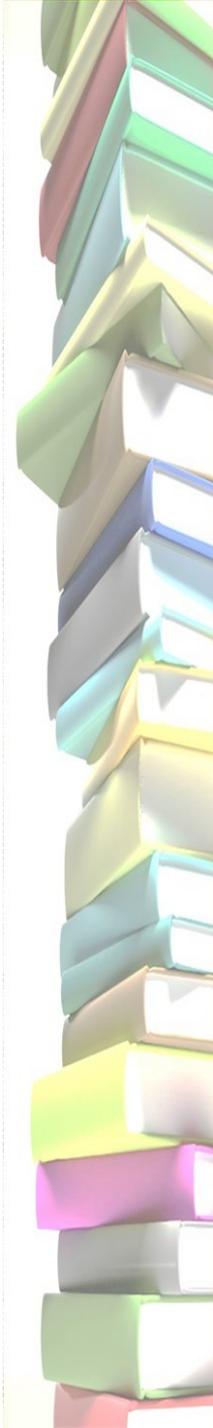
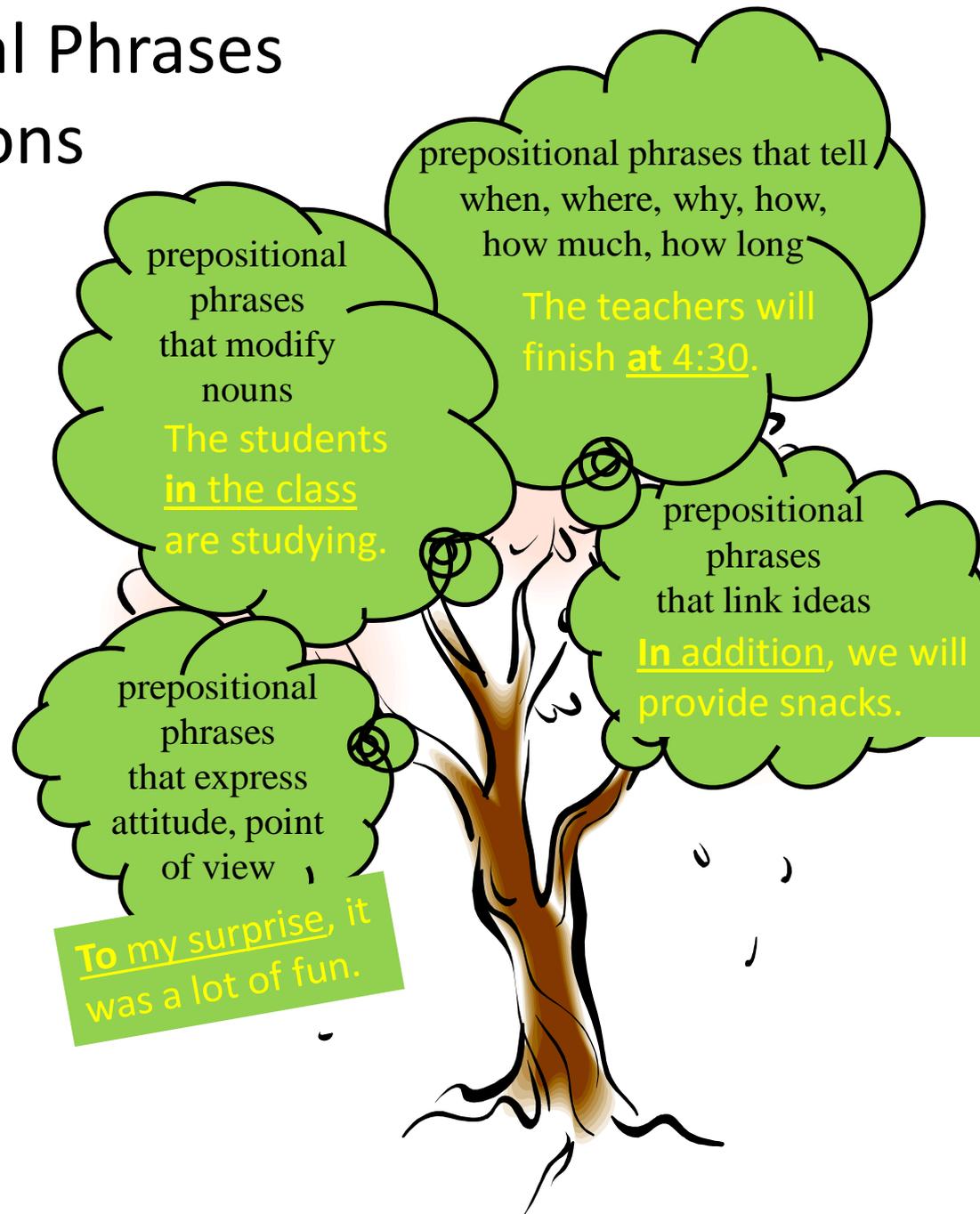
Biber, Conrad, & Leech. 2002. *Longman Grammar of Spoken and Written English*.

# of Prepositions  
per 1000 words



# Prepositional Phrases

## the 4 functions



# Prepositional Phrases

## the 4 functions

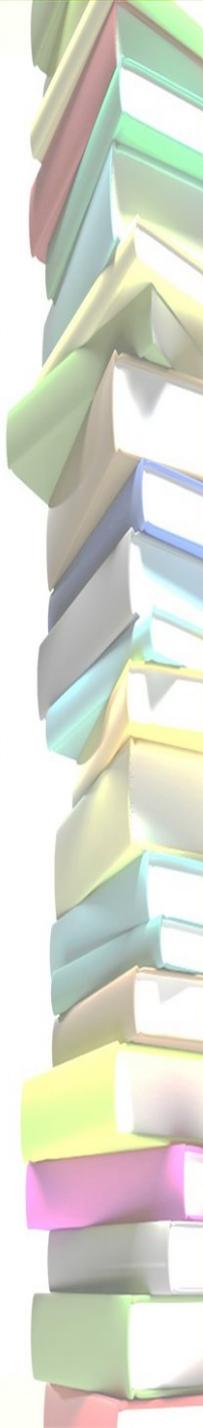
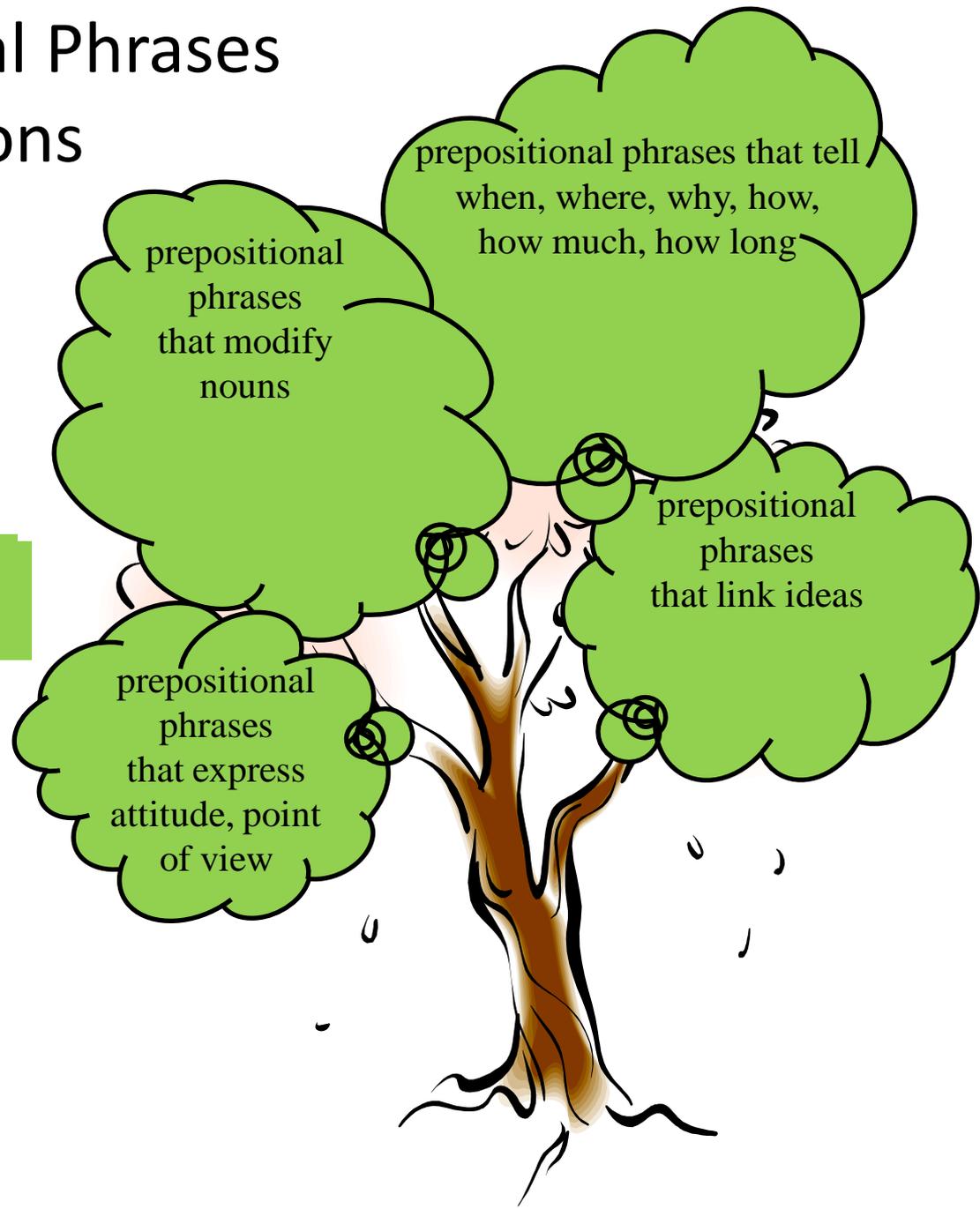
prepositional phrases that tell when, where, why, how, how much, how long

prepositional phrases that modify nouns

prepositional phrases that link ideas

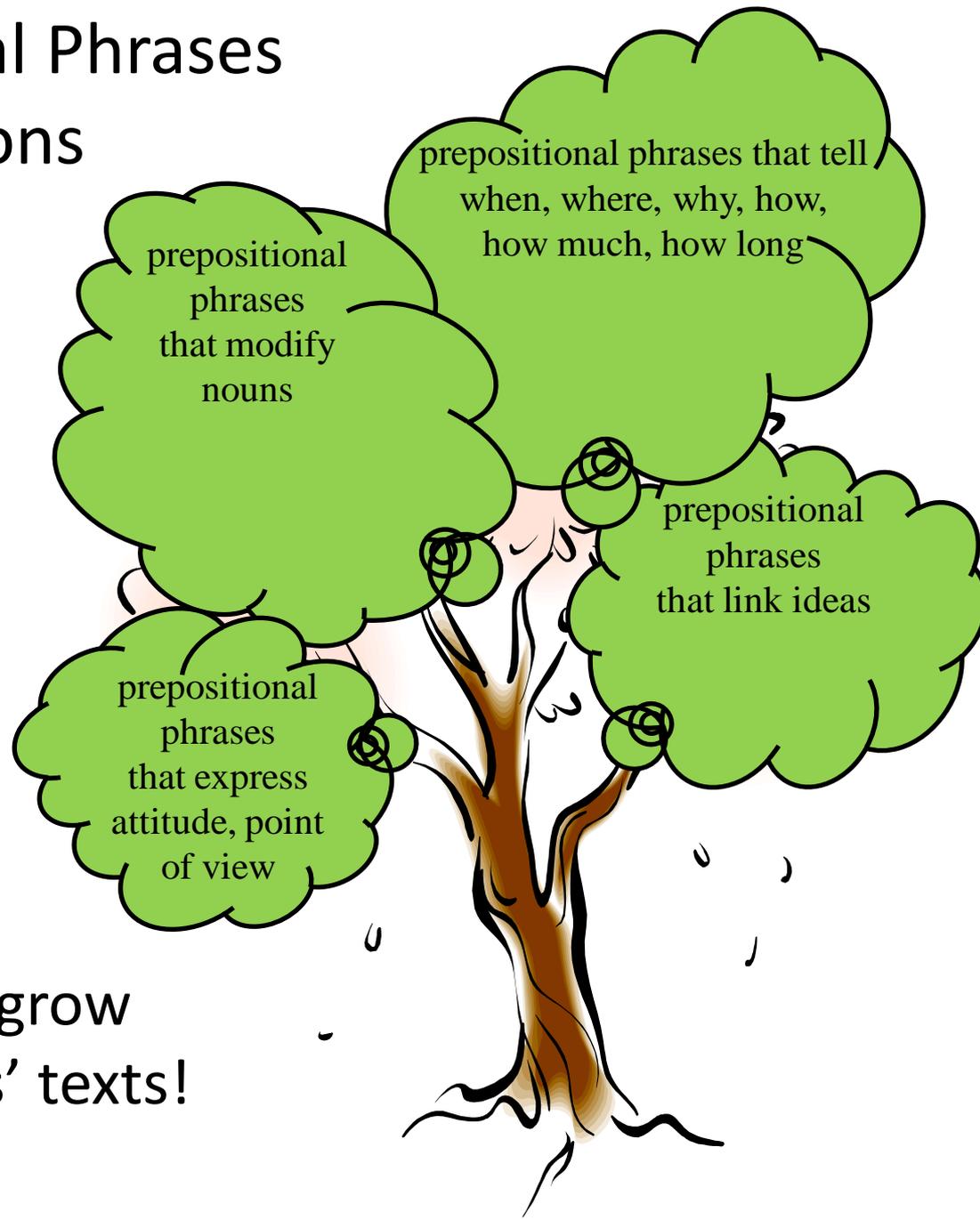
prepositional phrases that express attitude, point of view

These kinds  
In my opinion,  
that's a great idea.

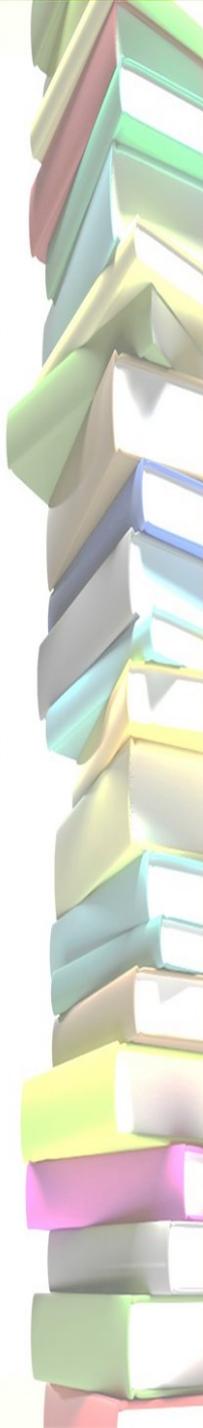


# Prepositional Phrases

## the 4 functions



Let's see  
where  
the leaves grow  
in students' texts!



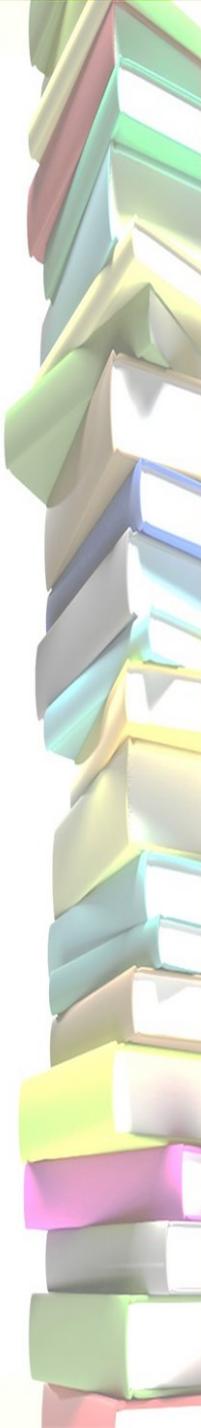
# Taming Syntax

Helping students deal with information overload

- English sentences are hierarchically organized, so
  - teach students to focus their attention on the head noun of the subject, the main verb, objects, and conjunctions.
  - modifiers add extra (less important) information

The Drake stopped at Alexandria, Bengasi, Tripoli, Tunis and Algiers, passed the Rock of Gibraltar and turned north up the coast of Portugal.

The Drake stopped at Alexandria, Bengasi, Tripoli, Tunis and Algiers, passed the Rock of Gibraltar and turned north up the coast of Portugal.



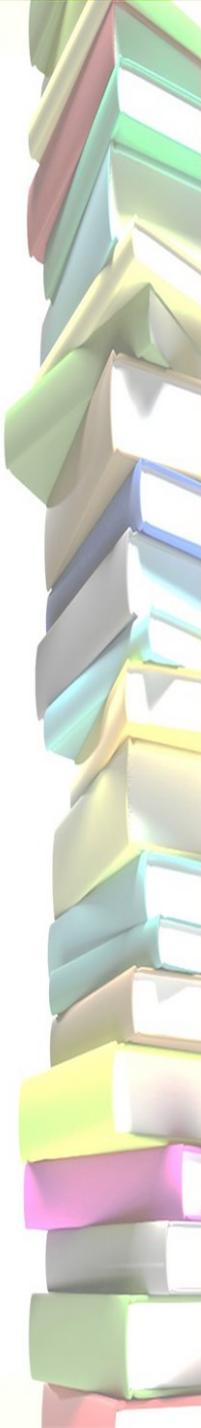
# Taming Syntax

Helping students deal with information overload

- English sentences are hierarchically organized, so
  - teach students to focus their attention on the head noun of the subject, the main verb, objects, and conjunctions.
  - modifiers add extra (less important) information

Horses were unknown in North America until the 1500s, when Spanish explorers began arriving.

Horses were unknown in North America until the 1500s, when Spanish explorers began arriving.



**Lunch**



# Looking Forward

## Tomorrow

1. Bring any teaching materials for next fall in which you want to include some explicit language teaching.
2. Bring your Azar Grammar Chartbook.
3. Prepare for presentations for Wed afternoon.





Western Oregon  
UNIVERSITY



Project High-5

Culture, Collaboration, Commitment, Communication, & Community



## Exit Ticket

**Before you leave, please answer the following questions:**

What did you create today that you think will be the most helpful in the upcoming year?

Are there any ELD-related concepts that are confusing to you?